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ABSTRACT

In Fall 1981, a Chancellor's Counseling Advisory Committee was formed in the Los Angeles Community College District to analyze current counseling practices and, with the help of a counseling consultant, make recommendations for improvement. This report first presents summaries of the Committee's deliberations and their recommendations, which were based on a survey of current counseling practices in the district conducted through site visits and semi-structured interviews. The second section of the report presents the recommendations of the counseling consultant, which were based on discussions with college presidents and personnel, data from the survey of current practices, recommendations of the Committee, and conferences with district staff and persons in the field. The recommendations of both the Committee and the consultant focus on the role of the counselor in assisting students to clarify and meet their academic, career, and personal objectives; basic skills assessment on entering college; mandatory placement in particular courses; required college orientation including group academic advisement for entering students; and support services for students intending to transfer. Future steps recommended for the district related to the development of testing instruments, staff development, and an analysis of staffing needs. Extensive appendices provide a summary of interview findings, interview data by college, minutes of committee meetings, and the survey interview form. (HB)

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REPORT OF THE CHANCELLOR'S COUNSELING ADVISORY COMMITTEE

Prepared by

Dr. Alice Thurston,

Consultant

December, 1981

Educational Services Division

Los Angeles Community College District

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The Chancellor's Counseling Advisory Committee contributed invaluable expertise to this report. Members gave a substantial amount of time to the project, and approached each topic with considerable candor, sensitivity, and objectivity. Committee members were as follows:

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The Educational Services Division provided secretarial support to the project. Division staff members Nancy Conrath and Rebecca Tillberg assisted with logistics and preparation of materials for this report. Special thanks go to Nancy Conrath for her help.

PREFACE

This report has been prepared with the belief that it provides the framework for a "program to revitalize counseling as an ongoing support service for transfer students" - the program to which Chancellor Koltai referred in his "State of the District 1981" address. Those of us who worked on the report believe it presents a base and focus for developing needed support services not only for transfers but for all students attending Los Angeles Community Colleges.

The report speaks to the Chancellor's "challenge to quality" - quality in counseling services related to student assessment and course placement, academic advisement, services to students intending to transfer, and the orientation of new students. It reflects the philosphy statement of the Los Angeles Community Colleges Counselors Association (LACCCA):

> The Counseling program of the Los Angeles Community College District is an integral component of the educational process...

Recommendations by the Chancellor's Counseling Advisory Committee were prepared by Committee members on the basis of a survey of current counseling practices at the various Los Angeles Community College District colleges; study of various related materials including the Miami-Dade program; and thorough, thoughtful discussions within the Committee. Recommendations of the Counsultant summarize and expand the Committee's work, drawing on many sources of information not only from conferences with staff and others in the field, but from the literature. These recommendations suggest ways in which counseling can be revitalized and the Los Angeles Community Colleges Counselors Association philosophy implemented. They assign significant educational roles to counselors in improving the quality of education for students in the Los Angeles Community Colleges.

BACKGROUND

At the request of Chancellor Leslie Koltai, the Consultant on Counseling, Dr. Alice Thurston, organized and worked with a Chancellor's Counseling Advisory Committee during the Fall semester 1981 under a contract with the Los Angeles Community College District. The Consultant was to "organize and chair a Districtwide committee to analyze current counseling practices and make recommendations for improvement". A preliminary report, to be submitted to the Chancellor by the end of December, was to "--include an analysis of current counseling practices and preliminary recommendations for improvements in the following areas:

orientation
assessment
advisement
course placement of students
the role of counselors
services to students planning to transfer
measures of accountability
programs to enhance career planning
programs for personal development of students."

After preliminary conferences with District staff and the College Presidents, and with the assistance of the Chair of the District Counseling Chairs, a Chancellor's Counseling Advisory Committee was organized. The Committee of thirteen included several counselors and counseling chairs, the Chair of the District Research Coordinators, a Dean of Student Services, a Dean of Instruction, the President of the Los Angeles Community Colleges Counselors Association, a representative of the District Academic Senate, and District representatives from Educational Planning and Student Services. (See Acknowledgments.) Among the members were representatives from each District college in the Los Angeles area. (Metropolitan was not included because its counseling services are atypical.)

The Chancellor's Counseling Advisory Committee, chaired by the Consultant, began its work in October. Three meetings were held, minutes of which are included in Appendix 6. At the first meeting, the Committee agreed to conduct a survey of current counseling practices by dividing into teams to visit colleges other than their own. Visits were conducted, using a semi-structured interview form prepared by the Consultant. At the second meeting, held in mid-November, the Committee reviewed interview data summarized by the Consultant, and divided into subcommittees to draft recommendations in the first six areas of the Committee's charge. These recommendations were thoroughly discussed and sometimes amended at a five-hour meeting of the Committee in mid-December. In some instances, there was total agreement; in others, differing opinions are noted.

The visits to other colleges, reviews of relevant material, and provocative discussions were, in themselves, the start of renewal and revitalization. Ideas were exchanged, good practices noted, and cautions voiced. Debates were open and candid. Advisory Committee members acquired considerable expertise which they would like to share by serving on other task forces with overlapping concerns. They went about their tasks conscientiously and with a vitality which suggests a good beginning in the improvement of counseling in the Los Angeles Community College District.

REPORT OF THE CHANCELLOR'S ADVISORY COMMITTEE ON COUNSELING

Counselor Advisory Committee Discussions and Recommendations

The Chancellor's Advisory Committee on Counseling met three times as a full group, and twice for subcommittee activities. The following report summarizes the discussion and recommendations of the Committee during its final meeting. The summary includes the role of counselors, assessment and placement, advisement, services to transfer students, and orientation for entering students.

Role of the Counselor

The Committee agreed that the main task of counselors is "to assist students with their career, academic, and personal planning". There was also a consensus that counseling time "should not be diverted or assigned to non-counseling duties". At present, counselors perform many tasks which could be done by properly trained paraprofessionals or peer counselors; other current responsibilities should be performed by administrative or other departments, freeing counselors to work more directly with students. In general, their recommendation was to parcel out administrative aspects and allocate them to other areas or departments of the college.

The Committee suggested what tasks frequently now assigned to counselors were most appropriate for counselors, paraprofessionals, and administrative or other departments. These suggested tasks are summarized below.

Counselors: academic advisement; educational and career counseling; peer counselor training; probation and disqualification counseling; recruitment (student contacts); staff development (including faculty advisors); personal development (including special populations); interdepartmental meetings (support, integration, vocational advisory committees, developing working relations with faculty); developing counseling-related informational material; personal counseling; counseling* related to financial aid, veterans, re-entry students, EOP&S; handling counseling mail and reports; folder review (for hiring); workshops; diagnostic assistance and academic counseling; counselor follow-up of transfers.

*All counselors, regardless of their specially assigned area, should be part of the counseling staff and work together.

Paraprofessionals: testing support; preparing advisement checklists; registration support; college special events; representing college at community events; preliminary high school recruitment.

Administrative or Other Departments: academic advisement support (faculty); recruitment, including publication development, articulation agreements, public relations; other reports; staff development; study skills instruction; campus presentations of informational material; administrative components of financial aid and other special services; the scheduling of appointments; arranging special campus events; testing; health counseling; admissions; college governance; grant preparation; research on transfers; participation in articulation agreements (needed as a counseling tool but developed as a District function); and orientation (Student Services should carry overall responsibility, with counselors handling the advising component).

Assessment and Placement

The Advisory Committee generally favored a districtwide assessment program although representatives from two colleges, City and East, were opposed. There was a fifty-fifty split on the following two issues: (1) whether the same tests should be used districtwide; and (2) a proposal that a testing and placement program be initiated on an experimental basis at three colleges. Those in opposition felt that campus and classroom integrity was at stake and that the instruments used might not be appropriate, given the staff and instructional program at a college. On the other hand, it was pointed out that sizable numbers of students make lateral transfers within the District, indicating the need for uniformity in assessment. One of the problems raised was the difference in developmental offerings on the various campuses (City, for example, has many more levels of developmental language skills courses than some of the other colleges).

There was complete agreement that entering students taking more than six hours (with the exception of those holding associate or bachelor degrees) should be tested in English and reading, and that mathematics skills should also be assessed, especially if mathematics proficiency becomes a requirement for graduation. All students should be tested for reading, it was pointed out, not only because of its importance in reading courses but in many technical courses for which a high reading level is required.

There was considerable discussion of the need for research to determine the predictability of test scores; there is a need for local norms for comparative purposes, and for developmental courses at the same level throughout the District if all colleges use the same cutting scores. The assessment procedures currently in use at the various colleges have not been adequately evaluated, although some data is available.

The Committee agreed that students for whom English is a second language should be tested using different instruments. (Several studies were conducted on the use of ESL tests throughout the state with grants from the Fund for the Improvement of Postsecondary Education.) While this assumes a dual assessment and developmental track for limited English speaking students, it should be an equal track. The idea of using a self-assessment instrument (for example, the one developed at El Centro) was discussed.

The Committee was not in agreement that placement should be mandatory. There is evidence to indicate that most students will accept recommended placement and that those who do (as compared to a control group) have better retention and grade records.

Various means of humanizing the assessment effort were discussed. These might include a gross placement on the basis of tests, with final departmental responsibility for placement on the basis of in-class procedures; use of a self-assessment measure as warm-up for students; and some counselor discretion on the basis of other available data.

Implications for curriculum were noted; many more sections of developmental courses and fewer college level courses would be needed. Some faculty would be dislocated; some would need training in order to teach developmental courses.

It would be important in implementing an assessment/placement program to change the current image of developmental courses as "dummy courses". One counselor explains such courses to students as "barbell" rather than "dumbbell".

There was concern that students in most colleges are now able to postpone registration in English while in the interim they take courses which require, or should require, writing skills.

Instruments to be selected should be normed on community college students, have face validity, and be reasonably short.

Continuing assessment should include mid-semester progress reports, using computer technology.

There was a thorough discussion by the Committee of various issues involved in assessment and course placement. Nearly everyone was familiar with the Miami-Dade model. Doubts expressed about use of districtwide instruments and mandatory placement reflect the anxieties of staff at some colleges. Others would be willing to participate in a trial run, which would encourage the reluctant colleges to become involved later.

Committee recommendations also included the following: that a Districtwide Committee with testing expertise select instruments to be used, in the event a districtwide assessment program is initiated; that a committee be given the responsibility of reviewing developmental courses at the various colleges; and that implications for learning centers and tutoring be looked at, for both day and evening students. Committee representatives would like to serve as members of these groups.

Academic Advisement

The Committee felt that academic advising should be a responsibility shared with faculty. There should be closer working relationships with Instruction. It was suggested that each teaching department designate a faculty member as liaison to counseling; this would probably be more effective than vice versa, e.g. to designate a counselor to work with each department.

Advising should be a required component of orientation. Whenever possible, advisement of continuing students should be carried out by the same counselor with whom they met in orientation, to insure continuity of contact with one person who knows the students' records. Continuing students should be strongly urged to talk with a counselor well in advance of each registration just as initial advisement should not be done during the registration process.

The instructor/advisor program should be reactivated either through hourly rate remuneration, released time (which is costly) or through contract negotiations. Instructors need to be selected and given staff development training in order to perform effectively. They could be held responsible for knowing breadth and other special requirements for transfers in their fields, and for occupational requirements in vocational departments.

Services to Students Intending to Transfer

Comments of students who transferred to UCLA or CSUN, as excerpted from Judy Cardinal's dissertation, were discussed with the Committee. (See Appendix 5.) These comments clearly indicate the need for early identification of students intending to transfer, of counselors who are very knowledgeable on transfer requirements, and of the development of a system for periodic contact and assessment of students' progress. Student comments also reflected their need to work with one counselor who knew them and their record. Comments also indicated that they felt counseling should be mandated whether or not the student recognized the need at the time.

Students intending to transfer should be identified when they first register. It was the Committee's understanding that procedures are already in place for obtaining this information.

It was suggested that when students have satisfactorily completed thirty units of college work, they should be notified by letter that they are eligible to transfer for further education at a senior institution and that special seminars be held for those planning to transfer to the University of California, a State University, or an independent college. While articulation was considered a joint responsibility of faculty and counseling, the Committee felt that information concerning general education and major requirements at UC and CSU institutions ought to be collected districtwide and made available to college staff and students. Articulation agreements and course requirements ought to be input into a computer system and regularly updated.

Another suggestion was the establishment of a transfer club or group which could discuss common problems and perhaps sponsor programs with former students who had transferred. Periodic mandatory conferences should be scheduled with a well-informed counselor, ideally the same person throughout the student's stay at the college.

Activities such as College/University Days, Educational Opportunity Program (EOP) conferences, financial aid workshops for transfers, career seminars, video tapes on senior institutions, peer advising (by those who have transferred), specially prepared packets, field trips, transfer newsletters, catalogs on microfiche, and other informational materials should be instituted or continued.

Feedback on the progress of students after transfer needs further attention. We were told that there is no uniform reporting from the various universities, making follow-up research difficult.

Mandated advising, which has built-in continuity, and which is personalized, are important elements to a successful program. Appropriate involvement of faculty is much needed.

Orientation

The Committee's conclusion was that orientation attendance should be required for entering students taking more than six units with the exception of those who hold associate or bachelor degrees. Faculty and administration should be encouraged to participate. Peer counselors would assist, probably talking with students informally in small group sessions.

Orientation should include assessment and advising components. Special advising groups should be set up by majors and for undecided students.

Orientation content would include information about the college and its resources. Self-assessment and testing sessions would follow. Group advising would include the process of academic planning in preparation for registration.

High school seniors intending to register at the college could be tested and advised at their school, although there would be value in having them on campus at some point in the process.

Evaluation should be built into the program.

Consultant's Recommendations

On the basis of discussions with the presidents and their staffs, data obtained from the Survey of Current Practices, deliberations of the Counseling Advisory Committee, and conferences with District staff and persons in the field, the following recommendations are made.

Role of the Counselor

In a community college setting, the role of counselors is to assist students in clarifying and meeting their academic, career, and personal objectives. The focus should be on educational counseling since students' success in college is related to all other aspects of their lives.

Counselors can have a significant role in carrying out the mission of their college by systematically helping all students assess their strengths and weaknesses, set appropriate goals and make plans to attain them, and periodically reevaluate their plans and progress. With the exception of casual students whose goal is an occasional course for personal enrichment, all students should be involved in an ongoing program of academic assessment, planning, and appropriate course choice.

To implement this role, the orientation of counselors should be toward student development as opposed to a medico-clinical approach. Achievement of student development goals takes place through systematic, planned, goal-directed activities. It is not so much a philosophy as a methodology for facilitating student growth academically and as persons. Counselors need exposure to this point of view and to ways in which it can be implemented.

To function effectively as professionals, counselors also need to be relieved of administrative responsibilities, as the Committee has recommended. A number of tasks presently performed by counselors, while necessary to the operation of the college, could be done by support staff or administrators. These include giving tests, community recruitment, helping students prepare their schedules at registration, preparing informational materials, and arranging functions.

Support staff such as well-trained peer counselors and aides should be provided. Instructional advisors are a valuable project. In some cases, more clerical help is needed. Each counselor should have a terminal for quick access to the student data base.

All counselors, regardless of their special assignments under mandated programs, should function as part of the counseling corp at each campus.

Assessment and Placement

Entering students, with the exception of those registering for six units or less and those holding associate or baccalaureate degrees, should be tested for basic skill levels in English, mathematics, and reading -- English because of its universal applicability, reading because of its importance in both general education and technical courses, and mathematics as a gateway to many occupations. A districtwide testing program using the same instruments on each college is recommended to insure compatibility, facilitate transfer from one college to another, permit research, and rely on computer support.

Self-assessment by one of the instruments now available should be included. Transcripts from students carrying more than six units and out of school for no more than five years would provide additional and valuable assessment information.

Tests selected should meet the following criteria: standardization on community college students, reasonable length, and self-scorability for immediate feedback. Scores should be put into the data base for easy retrieval for advising and research purposes. The College Guidance and Placement Program (CGP), which was developed by The College Board for use by community colleges, appears to meet these criteria. The basic tests, English, Mathematics, and Reading, are used at Miami-Dade. Glendale College has used the entire battery successfully for many years. College Board specialists work with colleges in developing local norms in the form of expectancies of success in given courses. Computer tapes of students' scores are available for input. For these reasons, the CGP is worth investigating.

Students for whom English is a second language will need a separate testing program. Various ESL tests are available and in use within the District or at colleges elsewhere in the State. Ability to handle word problems in science and mathematics requires reading skill in English; speaking and reading at college level is important to success in most courses. Unless limited English speaking students are properly prepared for college level instruction, instructors are in the difficult position of making concessions and altering instruction for those with language handicaps.

Although students are currently placed in English on the basis of test results, enrollment in English can be postponed; meanwhile, they take courses which require, or should require, writing skills. To raise the general level of instruction in transfer courses, full-time students should be required to include English in their first semester program.

Appropriate course placement is essential in raising students' potential for success and persistence. There are several ways in which the District can move into mandatory placement, as the following statements suggest.

1. Make course placement mandatory from the start, using national norms until local norms are available.

2. Make placement voluntary, on recommendation of a counselor (experience indicates that a high percentage of students would accept the recommendation).

3. Begin with mandatory placement on three campuses, possibly with control and experimental groups, to evaluate the impact on grade average, retention, etc.

4. Continue present assessment testing and placement measures for one semester with the addition of a districtwide battery of tests for validating purposes; uniform placement can become mandatory when local norms are available. This option is the most sound but lacks face validity and may not be acceptable politically.

Efforts should be made to eliminate the prevailing image of developmental courses as "dummy courses". The testing and course placement program should be humanized as much as possible by such means as use of a self-assessment instrument so that students can compare their own analyses with test scores. Counselors could be allowed some discretion in placement, on the basis of transcripts, work experience, or other relevant factors. Departments should have the option of adjusting placements by in-class tests or essays. There should always be avenues of appeal--"escape hatches", as one member of the Committee described them.

Beyond initial assessment, students need ongoing progress reports and regular assistance in evaluating their plans and progress with a counselor. This would involve sophisticated use of computer technology, to inform students and provide counselors with background information.

Orientation and Advising

Entering students, with the exceptions noted above, should be required to participate in college orientation, including group academic advising. To enable counselors to concentrate on academic advising, Student Affairs could assume overall responsibility for orientation. Content should include: general information about the college, its resources and requirements; and a strong group advising component with focus on helping students analyze their goals and develop

appropriate academic plans. Individual advising appointments should be available on request. An academic planning handbook for students, based on the South Campus Miami-Dade model, would be a highly useful tool in group advising; it contains a self-assessment section as well as specific information on degree requirements, courses to take in one's major field, and planning forms for student use.

Group advising, conducted by counselors with support from instructor advisors, could be scheduled by majors and by an "undecided" category.

For continuity in advising, continuing students should meet in advising groups with the same counselor (assuming no change of plans) prior to each subsequent registration. Advising groups by major could be arranged during the latter part of each semester.

There is inadequate communication between counselors and faculty. Specific attention should be given by the respective deans to ways of bridging this gulf. The advising process provides one obvious bridge. The Committee's suggestion that a member of each department be designated as liaison with counseling should be implemented; this would better insure a flow of information from faculty to counselors, including valuable knowledge regarding breadth requirements and desirable support courses for specializations. Faculty expertise should be incorporated into an advisement system.

Services for Students Intending to Transfer

Support services recommended for all students will greatly benefit those planning to transfer. Early identification of intent and consistent advising are needed to help these students clarify goals, choose a major, enroll in appropriate courses which prepare them for transfer without loss of credit, and understand the nuances and pressures of transfer.

A District Transfer Information Center is needed. The Center would assume responsibility for developing articulation agreements, arranging workshops between counselors and representatives of local universities, and developing computerized and printed information for counselors and faculty at the nine colleges. Workshops should be held for designated counselors with a special interest in working with students who plan to transfer.

Counselors who work directly with transfer students on a continuing basis should be part of a trained corps. Each intended transfer student should have an assigned counselor who monitors his or her progress and assists the student in periodic assessment of goals, plans, and progress.

Future Steps and Directions

There was not time, within the framework of this study, to explore with the Chancellor's Counseling Advisory Committee several areas on which Survey Data were collected. These included Counselor Accountability, Career Planning, Personal Development, and an "Other" category which contains information on concerns, needed resources, and special services not covered elsewhere in the Survey. These areas need further study. While the Counseling Chairs are working on an accountability model, progress has been slow. Career planning is currently voluntary but would be improved by more referrals under the recommended advising model. Resources needed even under the present system should be given attention.

As the District moves to a system of assessment and course placement, various related steps need to be taken. These include:

1. Choosing instruments to be used. Departmental representatives and staff with expertise in testing should be included in the selection.

2. Developing specific procedures at each college for implementation of whatever assessment/placement plan is adopted.

3. Setting cutting scores, probably on the basis of expectancies of success, for placement in various courses. If the CGP is selected for general testing, College Board expertise would be available.

4. Reviewing developmental offerings throughout the District. Students at each college should have an equal opportunity to remedy deficiencies. Sufficient sections of developmental courses should be available, unless the District is willing to deny admission to some students.

5. Planning for staff development. Counselors should be better prepared to conduct group advising; in counselor preparation programs at the universities, group work is typically oriented toward mental health rather than academic planning. Advising is in itself an art not fully understood by many counselors. Those who work with transfer students need additional training and information.

   With the anticipated need for increased numbers of developmental courses, major curriculum shifts may occur, with considerable faculty dislocation. Some who now teach liberal arts and humanities courses, for example, may have to be retrained to teach developmental courses because fewer students will initially be eligible to enroll in college-level classes.

6. Analysis of staffing needs in counseling departments. Reinstituting the Instructor Advisor program and providing other support staff may not be sufficient in terms of what would be expected of counselors to make a new system work.

7. Coordination and communication between the various committees and task forces presently working on problems reviewed in this study.

8. Consideration of implications for the next AFT Contract. Non-teaching obligations could be defined to include instructor advising for some faculty. (Those who advise should be carefully selected and given inservice training.)

9. Sophisticated use of computer technology. Computer support is essential in designing counseling programs which provide for consistent student feedback and for ongoing assessment of student goals and plans.

10. Estimates of costs for a full assessment/advising system. These will include professional and support staffing requirements, testing supplies, and computer support. While some economies can be realized through reassignment of counselor responsibilities, some net additional costs will be incurred.

Appendix 1: SUMMARY OF INTERVIEW DATA ON COUNSELING PRACTICES

Role of the Counselor

Counselors perform many tasks including: academic advisement and educational counseling (the great majority of time), walk-in counseling, peer counselor training (when peer counseling money is available), working with students on probation or those who have been disqualified, recruitment, articulation with high schools and universities, articulation with community agencies, participation in departmental meetings and staff development sessions, teaching personal development courses, making campus presentations, attending interdepartmental meetings, developing informational materials for students, holding non-credit workshops and seminars, and participating in college governance activities. Counselors work in Financial Aid, Veterans' Offices, Handicapped Programs, and EOP&S. Some do limited research on student data. Some do career counseling and testing in Career Centers.

One counselor said, "the counselor is a facilitator for students in aiding them through the college process".

Pierce and Valley have counselors trained in crisis intervention and referral and provide psychological services with outside help from clinical psychologists. In some of the colleges, counselors who are trained to do so hold therapeutic interviews with students. At Southwest, two psychiatric social workers give volunteer time through the Health Service.

Several of the colleges including Pierce and Valley cooperate with local universities in internship training programs for counselors; Pierce has six interns on campus.

Varying perceptions of counselors are reported. Faculty and student perceptions are believed to be favorable. Among faculty, there is some lack of understanding of the role; some feel counseling is "a waste of money".

It is felt that counselors could extend their role by greater (and probably more effective) use of peer counselors, community and student services aides, and trained faculty advisors. There are "too many students for too few staff".

Student Assessment

Assessment procedures vary as they relate to course placement. All the colleges require some kind of English placement examination for students who wish to take English. (In most instances, students can

postpone their English but register in courses which require, or should require, writing skills.) A variety of assessment instruments are used: Stanford Achievement Test, departmental essay, SCAT I or II, EAS II, Cooperative English Test, Gates-McGinty Reading Test, Nelson-Denny Reading Test, and/or a combination.

Various academic departments including, at one college or another, Mathematics, Nursing, Electronics, Chemistry, and Psychology have adopted standardized assessment measures or developed their own. Special tests are usually given to students for whom English is a second language.

Some colleges are satisfied with their present assessment systems. Others would favor a districtwide assessment program or further improvement in their own system. Several colleges indicated the need of research to determine what their test scores mean so that this could be related to students.

Student grades are currently the only feedback to students on their progress. City plans to issue a mid-semester progress card. Faculty on the various campuses refer students in trouble; Trade-Tech has a procedure for this.

None of the colleges require transcripts of entering students, although in some cases they are requested. Attitudes of counselors vary from "transcripts are untimely and irrelevant considering the average age of students" to "we need them". With the exception of tests taken prior to registration, counselors have no data on incoming students. Transcripts are required when students file for a degree.

Course Placement

Course placement on the basis of assessment tests or other measures varies from advisory to mandatory; in most cases, English placement is required. The great majority of staff interviewed favor course placement on the basis of valid assessment measures; there are pockets of resistance, however, among counselors, faculty, and probably in the community. Faculty fear loss of enrollment in their classes.

The impact of mandatory course placement on the curriculum was noted; more developmental skills courses would be needed.

Departments involved, often in consultation with the counselors, decide on cut-off scores and instruments to be used. There was no indication that research coordinators are involved. Nor are reading tests generally used.

Academic Advisement

Throughout the District, counselors are responsible for academic advising. Entering students or continuing students may request a counseling interview prior to registration; the number of entering students who see a counselor is estimated from "minimal" to as high as one half to two thirds. Pre-registration interviews are usually a half hour in length; contacts during the registration process are brief and cursory. At many of the colleges, students seen at registration are encouraged to make a later appointment for long-range academic planning.

At East, several academic departments ask to see students declaring majors in their fields. Coordinators of special programs advise their own students. Trade-Tech sends counselors to classes to register continuing vocational students and to advise those who are transfer bound.

Paraprofessionals and peer counselors are used as available. None of the colleges except Southwest have been able to fund an instructor/advisor program, although they consider use of trained faculty advisors highly desirable and would like to reinstitute the program.

There is concern that students who most need to see a counselor before registering do not do so.

Services for Students Intending to Transfer

Throughout the District, services are voluntary; transfers are expected to identify themselves and seek help. A variety of services are available and transfer-bound students are urged to use them. Most colleges feel that at present there is no effective identification system, although Southwest tags the applications of students intending to transfer.

Pierce holds seminars for students planning to transfer to CSUN and has a transfer group ongoing. City has appointed a committee to determine what special services should be provided transfers. West is planning group meetings by majors. Southwest is also setting up a transfer committee.

Southwest sends letters to transfers (identified by application) inviting them to make appointments before registering; they are advised by a transfer counselor. Follow-up appointments are advised.

East offers transfer-bound students a variety of services. These include counselor visits to classes (176 were visited last year); college transfer days; recruiters from transfer institutions on

campus for special sessions; representatives from universities and/or access programs (Cal State Los Angeles, UCLA Consortium, Cal State System Student Affirmative Action program, Educational Opportunity Center) who schedule regular hours on campus; conferences off campus (e.g., University of California, EOP&S); follow-up workshops, and bus tours of local universities. All events are heavily publicized. East plans to appoint a full-time counselor to develop a transfer resource center for use by counselors and students.

Other colleges have college days where representatives of four-year colleges and universities are available to talk with students. It is also common practice to have college representatives on campus at other times.

Orientation

Orientation sessions for new students are held at all the colleges. City requires all first-time freshmen to attend (but does not enforce the requirement). Valley is now requiring attendance of all entering students nineteen years of age or younger. Trade-Tech has required attendance for all day entering students. East plans to make it mandatory. Southwest requires all new students to attend orientation sessions just prior to the start of registration.

Estimates of the numbers of new students who attend varies from college to college, from "a few" to as high as eighty percent.

The counseling departments are responsible for orientation, which is variously conducted by counselors, paraprofessionals, peer counselors, or a combination, as at City, where student workers assist. The exception is Mission, where Student Services is responsible. (Counseling is under Instruction.)

The content usually covers college services and requirements and may include a campus tour. City, Pierce, and Valley include an advising component. Trade-Tech offers advising through orientation for students planning to transfer (academic and business students).

Deans and other administrators sometimes participate. Faculty involvement is minimal.

Special services (EOP&S, Veterans, Handicapped) usually orient their own students.

Evaluation is sketchy. City and West use student evaluation forms. Other colleges count heads. East plans to build in a structured research evaluation.

Counselor Accountability

Accountability measures consist primarily of tallies of student contacts. At Southwest, counselors bring time cards to the Dean. Student ratings under the AFT contract are conducted. Some colleges, including West, use student evaluation forms periodically or after each appointment.

Counselors receive little if any feedback from the counts taken; they are presumably used for budget preparation and defense.

At Pierce, the research office does a student survey. Counselors receive feedback.

There appears to be little if any feedback on counseling outcomes. These are, of course, primarily subjective and difficult to measure. Counselors generally feel they are impossible to deal with.

A committee of Department Chairs is working on an accountability system which is to involve both quantitative and qualitative data. Counselors at Valley are involved in the development of a new system.

Career Planning

Career centers are in operation or planned at all of the campuses, to provide testing and counseling. Those in full operation invite classes to visit as well as work with individual students. EUREKA systems are now in place. Personal Development classes are offered in career planning at many of the colleges. Career planning services are voluntary.

Personal Development Services

With the exceptions of Trade-Tech, Harbor, and East, Personal Development classes are offered, taught by counselors or members of the Psychology Department. No studies of effectiveness are available, although student evaluations are obtained. Courses include career planning, assertiveness training, study skills, etc. In addition, some of the colleges offer non-credit groups in weight-watching; support groups for returning women; and seminars in job search skills, resume writing, issues facing Chicanos, test anxiety, etc.

Other services include student information centers, EOP&S programs (which also offer seminars), self-defense by Women's P.E., and discussion groups.

Other (Concerns, Resources Needed, Services Not Covered in Survey)

Rescurces needed include: more computer time for the assessment center; transfer information computerized and coordinated by the District; a districtwide articulation system; more paraprofessionals, peer counselors, and clerical personnel; reinstatement of the instructor-advisor system; and more research data. Also mentioned were the need for more hourly counseling support; more access to administration; more interaction with faculty, especially on retention issues; computerized student feedback; and aides for community recruiting. Better locations for student services so that they can be centralized and in better facilities were also listed.

One college mentioned their particularly strong programs in high school recruitment and in liaison with community resources for mental health and rehabilitation.

Appendix 2: INTERVIEW DATA BY LOS ANGELES COMMUNITY COLLEGE DISTRICT COLLEGE

Role of the Counselor

City

Tasks: academic counseling - seventy percent
career counseling - ten percent
personal counseling and preparation - twenty percent

psychological services available three days a week; crisis intervention at various locations, e.g., Women's Center

as perceived by students: positive; faculty: mixed; administration: good

East

primary task is direct student contact: academic counseling, advisement, private appointments, groups, and presentations on campus and at feeder high schools -- sixty - seventy percent of time; academic counseling -- ten percent; personal counseling, career planning -- twenty percent

fifteen counselors FTE, with ten, including chair, on D basis; 2¼ positions unfilled

half hour appointments made five months of school year and one hour appointments remaining five months

students perceive counselors as advisors and helpers; faculty as persons placing students in their classes and not doing a good job of it either; administrators have few complaints

ideally: role is support, referrals, resource persons, and contributors to entire educational process

responsibility at registration is brief academic counseling but chiefly program making

Harbor

perform career counseling, thirty percent; personal counseling; ten percent; educational counseling, sixty percent

two counselors with strong personal counseling backgrounds provide crisis intervention and personal counseling services; counselors and faculty make referrals to them

students, counselors, faculty and administration perceive role the same but some jealousy on part of faculty because counselors on D basis, "they don't teach", and are "paid to talk to students". This lack of understanding of counselors' role by faculty to some extent hinders effectiveness

ideal role: counselors assist faculty as consultants and help faculty work with problem students; also facilitators in assisting students toward realizing their educational goals or potential

provide assistance during registration; need to integrate counselors in specially funded programs (EOPS, Handicap, Veterans) into registration process

counselors and paraprofessionals (community and student services assistants) do bulk of advisement during registration. Trained faculty are needed

Mission

tasks: advisement, personal counseling, career counseling, veterans and foreign student counseling; teach Psychology 9; teach college skills; do Women's Center counseling and advisement; recruit at high schools; articulate with community agencies; participate in staff development, and other tasks. Estimates: seventy - eighty percent academic counseling, twenty - thirty percent personal counseling

referrals to campus agencies (?) for crisis intervention and psychological services

role perceived by students as "counselors make the most sense"; by faculty - a mixed bag but most see as friendly, helping prevent attrition, nominated and elected to offices, viewed with respect; by administrators as supportive and helpful

ideally, "like it as it is" and want to stay under instruction

during registration responsibility is advisement

counselors determine own duties, are self-motivated

Pierce

general counseling, forty-nine percent; career counseling, thirteen percent; special services, ten percent; Veterans, Women's Center, EOPS, HELP Center, Assessment group, Ethnic Cultural Center, PD classes, CSUN group, twelve percent; non-student contacts (e.g., meetings, staff development) sixteen percent

HELP Center, operating through Health Office, makes counseling referrals; ASB provides money for consultant to deal with crises and liaison maintained with outside agencies that provide crisis support

informal limit to number of appointments a student may make for a crisis is six - eight sessions (would like to expand or clarify crisis intervention response and possibly add more hours)

some administrators want more directive programming. Dean is crisis-intervention-oriented. Overall, excellent relations

faculty extreme view: can't see that counselors have any impact on students; still negative impression incorrect information given or misinterpreted by students, there is lack of student follow-up, time students get with counselors is too short, counselors are "washed up teachers"

anything faculty would construe as keeping students out of class would be resisted

counselors defensive because of minority, caught between students and faculty, and the fact there is opportunity to slip by without working

ideally: address broad student needs including academic advisement (transfer, program planning, decision making), career counseling, personal counseling (developmental processes)

Southwest

seventy-five percent of time to advisement with remainder of time on special projects: Career Center, Women's Center, personal counseling, foreign students, transfer (full time counselor assigned to admissions), student grievance, etc.

crisis intervention and psychological counseling handled by Health Office; two psychiatric social workers volunteer time and one counselor devotes ten percent of counseling time

perceptions of counselors: students - academic advisement; counselors - many roles; faculty - academic advisement; administratration - academic advisement

ideal role: service to general population in personal and academic concerns during registration, role is academic advising; Dean of Student Services assigns

Trade-Technical

tasks include personal counseling (nearly half time); advisement; registration; orientation; interdepartmental meetings; recruitment and career days; international students; information services; counseling special student groups; waiting lists for programs, mailing lists; development informational material; articulation

crisis intervention capability weak with minimal counselor involvement (two most often involved)

perceptions of counselors: administration - registration personnel; faculty - mixed but generally as enrollment facilitators and someone to send students with problems to; students - primarily advisement but also personal counseling; counselors - personal counseling to facilitate student development

Valley

counselors do academic/career/vocational counseling ninty-nine percent of the time, during which personal counseling goes on (perhaps ten percent ends up as personal counseling)

one counselor on call each day with backup counselor for crises. Counselors assigned to crisis counseling meet once a month with outside consultants, who are on campus three days a week for special appointments. Each of five academic areas has specific counselor, on call.

in regard to how perceived: students want counselors to tell them what to do and help make decisions; counselors see role as assisting in career decisions and helping students however they can; administrators have differing opinions; one administrator present wanted counselors to advise and direct students into correct classes, the other preferring counseling rather than directing

ideal role: to assist students in making realistic choices

during registration, role: clarification and advisement

West

counselors do academic counseling, sixty-five percent of time; personal, twenty percent; career fifteen, percent

tasks performed: articulation, peer counselor training, PD courses, new options (re-entry and Women's Center), Career Center, Assessment, recruitment, probation and disqualifications, committee work, College Days, marketing, orientation, registration advising

walk-in counselor available

three or four counselors licensed to handle crisis intervention and psychological counseling

intern program includes six

counselor is facilitator aiding students through the college crisis

faculty feel counseling is a waste of money

administrators perceive as persons to do functions without allowing much participation in decision making

ideally: maintain the role they now perform with more involvement in curriculum and decision-making

during registration: assist in course selection and enrollment as appropriate

Assessment

City

all new students take Stanford Achievement Test; foreign students, Michigan

given at orientation

counselors administer; interpret on request

counselors would like shorter test

English Department very happy with test. Eighty developmental skills classes

faculty would like feedback in regard to students' problems

want to add a community and student service aide to staff

faculty will send a "progress card" to students at mid-semester; may refer to counselors

transcripts required for graduation

East

English I Qualifying Examination required: selective title for essay scored by three English faculty

Psychology Department have developed own voluntary reading test

Chemistry Department gives screening test at first session

English Department selects the topics, Psychology their reading test

English and Psychology pleased but Student Services is not, believing more effective assessment needed and counseling must take responsibility

no feedback to student on progress

transcripts not required; not functional since median age is twenty-eight

no future plans due to limited budget

Harbor

students tested for English I or 28; also nursing and electronics students

SCAT II used for English placement and for nursing admissions; electronics uses Gates-McGinty and SCAT I

various departments select tests which counselors administer

counselors interpret tests to students

not satisfied with SCAT for English placement

some community resistance to testing

college-wide committee reviewing assessment procedures and investigating other instruments

no student feedback except class grades

self-placement of students for ESL courses

transcripts not required at entrance but for AA if attended another college

favors District-wide assessment

Mission

all new students tested for writing

use reading comprehension and vocabulary tests

tests selected by Psychology instructor and approved by English

testing during registration process by student assistants supervised by counselors

test results refined by further classroom testing during first class week

very satisfied with current testing program

plan to develop a better ESL test

no student progress feedback except through instructors

student who mentions problem or comes from an agency is referred to other areas (special education, reading disabilities, etc.)

Pierce

four placement tests used: Cooperative English and Gates McGinty reading test for English classes; Chemistry and Physics use departmental tests (not standardized); Mathematics Department does own screening and advising; ESL students take test at Study Skills Center

English Department satisfied with English tests; ten percent qualify for English I and five percent for ESL courses

staff would prefer required English test for all students

transcripts not required except for UC transfers or if wants transfer credit not considered timely or useful

plans for some informal faculty advisement in department

Southwest

all new students required to take English and mathematics placement tests

SCAT I and Nelson-Denny used

after student applies, letter sent to home inviting to choose testing session counselors, English and mathematics instructors choose tests; counselors administer, clerical staff grade scantrons

students get test results on testing day

placement lists available to counselors at registration and cards typed for confidential files

changes planned: increase staff for administering and grading; need more space and additional scantron machines

in regard to feedback: students given meaning of scores; additional research in progress so more valuable feedback can be given

high school transcripts not required but students asked to forward prior college transcripts

Trade-Technical

all entering day students take the Gates-McGinty Test for verbal/vocabulary skills and the EAS II for mathematics; placement levels are given in Mathematics and English courses. These levels are recommended.

tests were chosen by committee of faculty, counselors, coordinators, administrators (chaired by Dean of Instruction)

tests administered and scored by testing clerk and reassigned classified

English department satisfied; mathematics awaiting research currently being conducted

research results will determine change

grades are primary feedback; discussion in regard to contacting each student three times during two year period; counselors alerted to students in trouble

transcripts not required until student files for AA or certificate

Valley

English placement test (Gates-McGinty Vocabulary Section, CELT) required for enrollment in English

counselors and English department choose test

satisfied with English placement test but would like other assessment for mathematics and general skills

student progress feedback up to instructors

would like to notify students who test low to come for consultation

West

STEP II and essay test required for English course placement

Mathematics Department has own test for placement

Chemistry uses the Toledo test

Nursing requires SCAT II English and Mathematics

Dental Hygiene uses standard test for admission into program

counselors and English Department choose English test; Mathematics makes up their own; Chemistry choose their test; Nursing uses District selection; Dental Hygiene uses standard test for admission to Dental Hygiene

counselors interpret tests to students

anticipate growth rather than change, with tests used for more diagnosis

no feedback to students in regard to progress except by grades

new center and testing room under construction

Course Placement (also see Assessment)

City

college should be more directive, especially for ESL; should be a block program, mandatory. Known opposition.

East

college should be more directive so students take courses in which they have a chance to succeed and progress.

assessment center highly desirable - one where departments can "tie in" e.g., need for multidisciplinary assessment program with placement in courses and departments

anticipated that the college will find that forty - fifty percent of its courses are inappropriate to its students

need faculty training, software, hardware, time, people, money

a full career center is planned where assessment could occur (by refurbishing the old, fire-damaged LRCO); master plan has positions to staff

Harbor

considering more mandatory course placements but some faculty resistance because would affect their enrollments

need more research in regard to effectiveness of course placements; teachers complain that students who take the prerequisite courses are a problem because competency gained in too short a time

committee reviewing placement policy and issue of testing for course placement

Mission

Office of Special Education under Learning Disablities and the tutoring lab sponsored by EOPS adequately handles testing and placement in the basic skills program

no plans underway for changing procedures

Pierce

prerequisite level of diffuculty should be made known to student

resources needed to test more students

consequence if don't test is loss of students

plans underway for involvement of teaching faculty

Southwest

results tests given entering students used for placement; counselors will assess students during semester upon instructor's referral

during semester, instructors make appropriate changes in course placement

departments involved in testing decide how firmly prerequisites should be enforced; should be the prerogative of department not counselors

plans: discussing placement with departments to develop more communication on prerequisites

Trade-Technical

see Assessment section

concept of course placement under discussion with Language Arts pushing mandatory testing; outcome dependent on current research study

Valley

college should be more directive

how to prove testing is valid is a problem

more clerical and faculty time needed; also access to student data base

West

at present, students advised to take English courses at levels commensurate with test results

college moving in direction of becoming more directive

problems foreseen: more developmental courses will be needed; more non-transferrable general education courses needed to prepare for required general education courses

possibility current resources are adequate but must be reallocated

reallocation may make faculty disgruntled

plans: to develop and increase the amount of feedback among counselors, instructional staff and students

Advisement

City

counselors are responsible

all students "signed off" at registration

content of pre-registration interview depends on student's needs

faculty needed at registration are paid hourly rate; peer counselors used (there are twelve - fifteen)

interview times arranged for students at their requests

student advising load during semester uneven

continuing students see counselors by appointment or through Drop in desk

East

counselors have primary responsibility; some departments (Nursing, Architecture, Engineering, Art, Drama) ask to see students declaring their majors

special programs (Veterans, Handicapped, EOPS, Women's Center) advise their own students

no assistance from peer counselors, paraprofessionals, faculty advisors

estimate seventy - eighty percent of entering students see a counselor; average entry level interview during registration: ten minutes

only EOPS has money to pay peer advisors

no tests available for advising (English Placement by permit)

problems: Dean feels those who need advice most don't get it and some get wrong advice; Counseling Chair concerned about lack of resources and philosophical conflicts between deans and counselors and that counselors do not have authority to develop the whole package; also, lack of budget for planned activities, too few courses that students want or need

continuing students advising on on-going basis, usually through appointment with counselor

plan is that all incoming students see a counselor and advisement was to be included in orientation/registration for Fall '81 but was not. Staffing problems and need to develop alternatives

Harbor

counseling staff and paraprofessionals are responsible

approximately fifty percent of full and part-time students see an advisor before registration, for approximately thirty - sixty minutes

content of pre-registration interview: review associate or certificate requirements, lower division major requirements and general education pattern for transfer institutions; students advised to take certain classes and encouraged to make follow-up appointment for long-range planning

peer counselors not used because of lack of budget

test results not used in initial interviews because counselors in registration area; will discuss previous record, including test results, if transcript available

works well if students plan and make appointment

continuing students notified at mid-semester to make counselor appointment as are those completing thirty units (for graduation check); appointments thirty minutes in length

exploring possibility of having all new students get "sign off" from counselor. Group advisement processes being considered

Mission

counseling is responsible; faculty advisement successful when funds were available

hard to estimate numbers seen; with required testing for English each student required to see counselor. No set length. Most new students seen but not a formal process. Short length of time at registration

no pre-registration interviews

peer counseling only through EOPS and Financial Aids

only English test results available, if taken, for interviews

problems: need to enhance attitude toward counseling; lack of campus; marketing problem; need to know what's happening on other campuses

continuing students see counselor on request

more testing done at last registration than previously; will now evaluate

need to make testing "more wholesome" for students

Pierce

responsibility of counselors and peer counselors (no faculty advisement money)

about forty percent either experience orientation or a counselor appointment

part-time/full-time distinction not made

pre-registration interview generally for course advisement

peer counselors function during registration; faculty invited to participate but generally not involved

no consistent available back-up information on students except English placement scores

problems; lack of money for faculty advisors

continuing students typically see an advisor after new appointment to register permits mailed out

hope to have faculty advisor program refunded

want more referrals from department chairs

Southwest

counselors responsible for academic advisement

estimated ten percent part-time and ten percent full-time entering students see advisor; seventy-five - eighty percent received advisement information in orientation sessions

thirty minute appointments available; average time, fifteen to twenty minutes per student

pre-registration interview generally covers overview for class advisement, financial, housing, job placement, personal counseling - whatever comes up

peer counselors assist students in filling out cards and finding registration stations; six faculty (continuation of instructor/advisor grant) give advisement (they are paid for fifty-five hours at hourly rate

test results are available for advisement process at registration but transcripts inaccessible

problems: understaffed; asking for computer terminal to access transcripts

continuing students see advisor upon request

plans: try to block time in December for thirty minute appointments by invitation

Trade-Technical

three of eleven counselors including chair and evening counselor assigned to business or academic majors (the large majority of transfers)

evening students take one or two courses; see counselor voluntarily as needed

at registration counselors divided between registration area and counseling appointments

numbers advised can't be estimated

for vocational students: choice of general education courses only; it is generally academic or business majors who need help

peer counselors used only in EOPS and Financial Aids

faculty advising minimal

test score card given students completing tests

too many students for too few staff

need follow-up on placement recommendations

new plan for seeing continuing students; "Registration by Courier" (counselors are the couriers): counselors will take registration information from vocational students in classes and have keypunched; for transfers, do pre-registration advising but not registration

Valley

counselors are responsible

all new students under nineteen seen in groups of thirty-five for about an hour as part of orientation. Percentage of part and full-time not known.

peer counselors and faculty not involved

no test results available for advisement

need more student and faculty advisors and need transcripts

up to continuing student to make appointment with advisor

might make advising mandatory for full-time students but full-time not defined

West

counselors are responsible (nine counselors and eight peer advisors)

approximately one third to one half of entering students see counselor by self-selection before registering. Counselors don't generally see those who want only one class. Average time per student is twenty minutes during registration process

in interview, counselors try to give first semester registration plan, discuss major, certification and graduation requirements

no access to records during registration so what can be done is limited; students encouraged to make another appointment for long-range planning

walk in counselor always available at registration

only counselors involved in advisement

test results available for advising new students because tested pre-registration

problems: during registration classes not what students need - e.g., not enough in basic skills; some students that need advising not seen because voluntary. Not enough extra classes opened in timely manner

continuing students can see counselor anytime; to register, need only an appointment

plans for a new facility with a centralized student service; group advisement by majors

all counselors advise in all areas with no specialization by

Services to transfers

City

registration packet will seek to identify transfer students

no special services available

one full-time counselor works with probation students

progress reports on good students and those in trouble

available services voluntary

committee is meeting to address services needed

ongoing research on transfers

East

transfers are self-identified

many special services available to encourage them to seek counseling:
- e.g., class visits (last year, counselors went to 176 classes)
- college transfer
- fifteen - twenty recruiters from four year colleges held special sessions
- representatives from local four year schools and/or access programs scheduled regular hours on campus (California State of Los Angeles, UCLA consortium),California State system Student Affirmative Action representative, Educational Opportunity Center
- conferences - e.g., University of California, EOPS
- follow-up workshops
- counseling newsletter
- bus tours of four year college campuses

all events heavily publicized, many jointly sponsored (strong East Los Angeles City College area)

reporting from four year schools weak and often in unusable form; researcher should provide analysis of transfer progress and counseling evaluate

only grades as feedback on progress

available services voluntary

plans to continue program, expanding bus tours; should be a full-time counselor assigned to develop resource center for other counselors and students

no studies exist on transfers

Harbor

students self-identify

information provided by counseling as follows: transfer sheets and general education sheets showing courses needed at various institutions, sheets of courses for each major

college day held

no systematic feedback

available services voluntary

group counseling sessions for students in various majors under discussion but counselors spread too thin with present duties

no studies on transfers

Mission

students planning to transfer identify selves on application forms and other counseling records

catalogs and catalogs on microfiche aid and inform in regard to special services for transfers

faculty feel advising transfers part of their task

no special advising sessions

no means of tracking progress

only probationary and disqualified students informed

available services voluntary

no future plans at present

only follow-up information is informal feedback from Dean of Instruction

no follow-up analysis of transfer preparation for various majors

Pierce

no systematic effort to identify; they self-identify in meetings with counselors

counselors conduct four short-term seminars each semester for California State University at Northridge bound students; approximately twenty students per session

no special advising sessions; variety of bulletins available

counseling maintains library of catalogs and applications from some four year schools

no feedback provided on progress

services voluntary

gets feedback from California State University and Colleges and UC Berkeley; in process of developing similar program with UCLA

Southwest

if application states intention to transfer it is tagged at admissions

prior to registration date, letters sent inviting students for appointment with transfer counselor, who advises them

no means of tracking but students usually advised to make follow-up appointment

services voluntary but highly recommended

plans: more faculty involvement in advising transfer students majoring in respective subject areas; set up transfer advisory committee of counselors, faculty, administrators, and District articulation representative

Trade-Technical

transfers identified by coming to appropriate orientation session

counselor services available by appointment

cumulative record can be accessed on CRT for advisement

no progress feedback other than counselor interview or grades

services voluntary

counselor volunteered to develop file on transfer counselees

no follow-up studies known to counselors

Valley

self-identified

workshops for transfers, signs at counseling office for transfer information

student advisors from UCLA, counselor from California State University at Northridge assigned to Valley on regular basis

no feedback to transfers on progress at Valley

no means of tracking progress

services voluntary

plans still in germination stage

feedback from transfer institutions interpreted by research coordinator; given to counselors and department involved. Very satisfied with research feedback

West

transfers self-identified

services available; all new students encouraged to make one appointment per semester or minimum one per year for long-range planning (transfer included)

no formal means of tracking transfer students

feedback on progress from grades and counseling interviews

services voluntary

plans: group meetings of transfers by major to give specific information; develop transfer brochure

follow-up studies from what universities have done and are sending back

Orientation

City

required of all first time freshmen or those out of school for five years (but not enforced)

includes information and some advisement; use catalog, schedule, question and answer period, handout information sheet

counseling responsible; counselor coordinates orientation groups, four scheduled sessions of 200 - 300; ten student workers assist

EOPS does its own

student evaluation questionnaire used

need funds

East

in planning stage

voluntary now but will be mandatory

about eighty percent of new, first time students participate

content will depend on resources

basic information presented

counseling responsible

involves all available staff

will be first step in registration process

EOPS does their own and so does all specially funded programs

plan to have Research Coordinator do a structured evaluation with planned follow-up on resulting Weekly Student Contact Hours, retention, persistance, etc.

Harbor

voluntary for all new students

Fall 1981, six sessions for approximately 300 new students

informational (advisement through registration process)

counseling responsible; conducted by counselor assistants (para-professionals)

new students notified by mail with registration permits

Athletic and Nursing departments have special orientation

no formal evaluation

informal one hour program followed by campus tour

on orientation sessions planned for Spring

alternative plans under study

Mission

voluntary

too few participate

use to introduce college services

Student Services responsible but all segments of college give information

faculty not involved; deans, assistant deans and peer counselors participate

publicized in class schedule and on marquee

no special group sessions

intention fine but ineffective because of few students who attend

could give credit for orientation and hold before semester starts

also: Psychology 9 required all students but not enforced

Counseling under Instruction not Student Services

Pierce

voluntary; applicants given flyer and strongly urged to attend

for those with no previous college or taking more than six units

about twenty-five percent incoming students participate

sessions last one one-half - two hours; half hour informational; then small groups

counselors responsible; peer counselors and counselors primarily involved

special sessions for EOPS and handicapped students

evaluation; number who attend

plans: standardize preliminary information, add slides and possibly self-assessment instrument

would like to make it required; have greater faculty involvement

Southwest

required of all new students, on last Friday before classes start seventy-five - eighty percent participate; counselors reinforce the importance of attending

content both information and advisement

counselors are responsible under supervision from the Dean of Students

peer counselors, administrators, counseling staff are involved

information sheets given to students at registration; flyers posted on campus

EOPS and Handicapped have own programs; foreign student advisor has special orientation

students who attend given program evaluation sheets

changes planned: improve, publicize early, put flyer in registration packet

Trade-Technical

required of all entering day students; voluntary for evening

approximately 5500 or seventy-three percent of entering students participated

content largely informational but advising component in groups by vocational major (largely informational since program prescribed) and business/academic (more advising)

counselors responsible; each takes a session, usually weekly

other staff seldom involved unless as resource for advisement

nursing and health occupational program has special orientation including orientation class now offered by department

evaluation by specific departments; no compliants and good relations with coordinators

plans to increase orientation sessions to agree with placement testing schedule

orientation sessions two - three hours including testing

Valley

beginning Spring 1981, required of all entering students age nineteen and under

will include basic information plus planning students' programs

students assigned appointments when application given

EOPS students get special content

counseling responsible and so far, only people involved

staff enthusiastic about this first go-around

West

voluntary; if new students want to see a counselor, must attend introductory informational session first by peer counselor using schedule and catalog

ASB makes presentation, counselor speaks, administrators are introduced; campus tour follows

about fifty percent of new students participate

held at registration, every hour

peer counselors conduct

same for all new students; handicapped students seen one or two at a time

plans including move to new facilities; "new ways of doing things:

Measures of Accountability

City

students sign in at various locations and count is kept

system is developing "as required" by administrators

no other measures are considered now

no evidence of counseling outcomes

East

numbers of contacts by activity type by month are recorded; types include walk-in, appointment, class visitation, career counseling

Districtwide association of Department Chairs reported to be working on a system

considering other accountability measures such as more detail in regard to what was discussed (heavy resistance from counselors) and how many contacts resulted in Weekly Student Contact Hours

information collected was used (but ineffectively) in budget supporting statement; Deans and President received the information - basically Public Relations document

no qualitative data in regard to counseling outcomes - hard to document

Harbor

counselors provide weekly activity reports

counseling staff responsible for developing a system

no other measures being considered

weekly reports on activities go to assistant dean who uses to answer budget questions

evidence of counseling outcomes; English and Electronics department satisfied with student course placement

Mission

very informal; not quantified except contractual requirement

Assistant Dean of Instruction responsible for developing a system

no other measures being considered

nothing being done with information

counseling outcomes are "immeasurable"

Pierce

measures used include student evaluation of counselors under American Federation of Teachers contract; feedback from student survey conducted by research office; activity report submitted by counselors

Committee of Counseling Chairs developing both quantitative and qualitative measures of accountability

information used for budget discussions, planning and distribution of resources, and self-evalutation

some indication of counseling outcomes through tracking number of students recruited through special project

Southwest

appointment schedules and walk-in signup sheets are incorporated into monthly report to Dean

Assistant Dean in charge of counseling is responsible for developing a system

time cards submitted to Dean weekly; he approves illness and leave requests

no feedback available on what is done with accountability reports

evidence of counseling outcomes: comparing monthly reports with District's formula on counselor/pupil ratio

Trade-Technical

three or four years ago a lot of data collected but not used

process now scaled down to keeping weekly logs

collection data needs a purpose

committee working on system which will probably be an adaption of Districtwide model

Valley

counselors in process of completing a new accountability model; chairs also working on this; hope to have ready in a month

new model will include various factors including number of appointments, number of students served, etc.

all counselors responsible for developing a system

no other measures being considered

hope to use to show what counselors are really doing, to restructure work loads, and for political reasons (to show they really work)

in evidence of counseling outcomes: must wait for new instrument being developed

West

major measure of accountability is student evaluation form; used for every appointment and coded for counselor use in self-evaluation

departmental committee formed last May to develop an intricate means of implementing a model; will evaluate tasks and service with qualitative as well as quantitative measurements

no other plans for additional measures

Programs to Enhance Career Planning

City

career counseling and testing is offered; includes interests and values; Eureka system being used

counselors speak at classes and encourage students to come to the Center and an open house is held

appointments are made for career counseling and for Eureka every thirty minutes; testing is by accumulated groups

400 students, individual and group, used Career Center (last year?)

Personal Development 6 is course in Career Planning

being planned: workshops for staff, faculty newsletter, work with probationary students: where appropriate, require visit to career counselor

East

bungalow now being prepared for career center to house Eureka and other soft- and hard-ware as finances permit; planned for one counselor and one clerk although Chair has asked for two counselors and one technicial to staff center from 8 a.m. to 8:30 p.m.

Harbor

a comprehensive Career Center provides a full range of services: career testing and on-to-one counseling, use of career library and resources for researching various careers including requirements; open two nights/week

personal development courses offered in career planning

classes brought to Career Center and staff give presentations in classes

Eureka system operable soon

program voluntary; 1800 - 2000 use services each year

plans are to expand services with available resources - e.g., more group sessions

Mission

program includes Eureka, small library, Career day, taking quests to evening classes

no indication of student use

no additional plans until Mission has a campus

Pierce

career center with counselor reassigned ten hours per week as director uses Eureka and provides services to Co-op Educational classes

eighty-five hours of counseling time assigned to Center

program is voluntary; number of students using Center is unknown

more centralized location is needed to integrate with other counseling services

Southwest

Career Center; workshops and speaker forums to inform students about careers program is voluntary with encouraged use by all counselors; ten - twenty percent of students in the college are served here

plans: to increase numbers of students who seek career planning assistance

Trade-Technical

counselors refer students to Career Guidance Center which uses interest tests and Eureka system

voluntary service; no data on numbers of students who use

no change planned or considered

West

programs include Career Center, teaching Personal Development courses, individual appointments

Eureka, video tapes that focus on careers, testing and interpretation; open two nights per week

voluntary basis; no data on numbers of students served

not functionally operative this semester but moving to better facilities soon

Personal Development of Students

City

several Personal Development courses offered short term (nine weeks) with good enrollment

counselors teach the Personal Development courses

twenty enroll per class, in three - four classes

in addition, college has Women's Center, Student Information Center, strong EOPS program

East

no Personal Development courses currently offered; taught as requested and publicized by flyers

counseling staff teachers, including courses required by special programs, e.g., EOPS, handicapped

usually twenty students per class

student evaluation generally very positive but no studies exist

couselors also conduct no-credit seminars and workshops on many topics such as job search skills, financial aid information, issues facing Chicanos, etc., (at least fifty percent activities to promote personal development done by counselors)

Harbor

Personal Development courses taught as follows: Introduction to College, Interpersonal relations,

assertiveness training, Career planning (battery of tests given students make career decision and go out to interview)

counselors teach Personal Development on Credit/No Credit basis; Psychology Department has taught some in past but none Fall 1981

no studies due to lack of personnel and funds

EOPS gives seminars on how to take tests; Women's Center gives rape and re-entry information, Women's Physical Education offers classes in self-defense

Mission

Personal Development courses offered in Study Skills Introduction to College, Seminar for Women, Career Planning

Counselors teach the courses

fifty participated

no formal evaluation of effectiveness

also promotes personal development through personal counseling, special programs and speeches on campus

Pierce

Personal Development courses offered in Interpersonal Relations (taught by members Psychology Department, Career Planning (taught by counselors), Seminar for Women (counselors), Personal Development 15 (a variety of seminars for students with special needs)

200 or so students reached

no formal study to evaluate effectiveness

Southwest

Psychology 9, College Orientation, required of all new students

taught by Faculty/advisors and counselors on hourly rate

no studies on effectiveness; counselors inquire to get feedback from counselees

also offered at the college: personal and group counseling sessions, survey of what students consider ten problem areas

Trade-Technical

no Personal Development courses offered

Career Guidance Center uses seminars on resume writing and interviewing conducted by instructor or supervision and marketing

Valley

five Personal Development courses offered

counselors teach the courses

about 200 students enroll each semester

no formal evaluation but student feedback very positive

S/HE Center offers workshops and counselors do also

West

Personal Development classes include: Introduction to College (required of all returning disqualified students and recommended for those on probation); Career Planning; Women's Seminar: Assertiveness Training; Career Decision-Making; Test Anxiety Reduction; also training course for peer counselors

two new Personal Development courses planned

average of fifteen students, thirteen sections being offered

no studies to evaluate effectiveness but student evaluations used

also: non-credit group for weight-watching; support groups through Center for New Options, etc. Psychology Department also runs such seminars

Other (Strengths, Needs, Concerns)

City

needs money for terminal and for community and student services aide

outline of survey covered activities well

not much feedback from other campus groups (few recommendations)

East

difficulty in measuring counseling outcomes because so many are subjective

resources insufficient

problem of lacking two and one half positions and being asked to do more

dependence on volunteers to people the registration desks indicates insufficient level of support

split shifts for counselors necessary because lack of hourly rate money caused deductions in daytime staff

Harbor

districtwide computerized articulation system would be helpful

more clerical help, paraprofessionals, peer counselors needed

more stable budget needed and more liaison with other Departments

active marketing and high school recruitment program should be noted; high school counselors brought to campus; assistant dean has radio program on KFOX in which he interviews college people

feeling counselors should work more closely with other offices, keep them better informed, especially in regard to transfer course requirements; counselors would like more access to administrators

Mission

needs include more budget and better facilities, including separate space for career counseling

would like faculty/advisors reinstated; need more interaction with faculty regarding attrition/retention issues for the District

counselors should be consultants for both administration and faculty

Pierce

there is a severe backlog of appointments (now made for three weeks in advance)

more faculty and peer advisors needed; also better facilities, more access to computer resources, more computer support for follow-up of students who received counseling and for Miami-Dade type feedback to students

community and student services aide needed to recruit in community - a public relations or relations with schools person

Southwest

counselors' handbook must be upgraded

computer terminal and copier needed

not otherwise noted: satellite counseling center in first floor lobby; counselors staff on rotation basis

no notable recommendations from other campus groups

Trade-Technical

major concern is registration-related activities rather than counseling and student development

peer counselors and faculty advisors utilized properly would improve services

reassessment by Dean of Student Services is probably helping even though the Department doesn't like it; counselors getting involved in broader way, reestablishing contacts with a lot of people on campus, attending Instructional Department meetings, etc.

Valley

not enough money, more accurate computer data needed, more terminals and printers needed; also more clerical assistance, funds for special projects (all hourly monies assigned and no reserve for special projects)

attendance at conferences and workshops not previously mentioned; also should be added: inviting faculty to come to staff meetings, good high school visitation program, counselors active on campus committees

need more faculty/advisors from departments on paid basis

also mentioned: counselors from specialized programs are in good communication and all meet together once per week

especial problem: District computer used by administration and not available for student counseling needs

West

needs more computer time assigned to Assessment Center to develop necessary software

to improve services: computerize and coordinate transfer information; fund more paraprofessional and peer counseling

not covered in outline: strong liaison with community resources such as vocational rehabilitation, community mental health, etc.

no recommendation made by campus groups

Appendix 3: CONSULTANT ACTIVITIES

In addition to chairing meetings of the Chancellor's Counseling Advisory Committee, preparing minutes, and writing this report, the Consultant engaged in the following activities:

organized the Chancellor's Counseling Advisory Committee, with the assistance of the Chair of the Los Angeles Community Colleges Counseling Chairs

sent letters to each College President to explain the charge of the Committee

interviewed each College President and Student Services staff for reactions and suggestions regarding work of the Committee

held conferences with various District staff including Gene Pimentel, Vice Chancellor, Educational Services; David Agosto, Director, Student Services; Lou Hilleary, Director, Instructional Services; Mae Seidner, Coordinator, College Relations; Nancy Conrath, Coordinator, Educational Planning; and Glenna Scheer, Acting Coordinator, High School and College Relations

met with the Los Angeles Community College Counselors Association, to explain the project and solicit their reactions

attended a Student Services Council meeting

participated in a conference on Career Counseling at Moorpark

collected and distributed materials relevant to the Committee's work

met with Student Services Deans at Glendale College regarding their experience in use of the College Guidance and Placement Inventory

prepared a semi-structured interview form for use in collecting data from each college on current counseling practices; analyzed and summarized the data

attended a two-day Innovations Conference sponsored by the California Fund for the Improvement of Postsecondary Education, with special attention to assessment and placement projects including testing for ESL students

participated in the Council of Instruction/UCLA workshop on transfer with Juan Lara and staff

provided each Chancellor's Counseling Advisory Committee subcommittee with relevant materials and suggested focus for drafting recommendations.

met with Subcommittee on Assessment and Placement

Appendix 4: SUMMARY OF INTERVIEWS WITH PRESIDENTS AND STAFF

October, 1981

There are several common themes:

Many support services are available to students but on a voluntary basis.

There is a strong feeling that we should return to some of the "good practices" of the fifties and early sixties; for various reasons (financial, lack of staff, desire to eliminate obstacles, etc.), these have been abandoned in more recent years.

The colleges should take a more aggressive position in advising, testing, course placement, and tracking of students.

The role of counselors is "fuzzy"; analysis is needed regarding what should be done and what level of training is needed for these tasks: what should be done by professionals, paraprofessionals, peer counselors, and faculty advisors.

What testing is done for entering students varies from college to college; e.g., some test all entering students, some give an English placement test to all entering students and some only to those who want to take English courses. A variety of tests is used.

Almost no information is available on the background of entering students. The practice of requiring transcripts has been virtually abandoned.

Opinions vary as to the receptivity of our communities for prescriptive course placement based on testing; work needs to be done in this area.

Needs were generally identified as follows:

Mandatory testing and course placement should be initiated.

The extreme heterogeneity in classes should be reduced to improve instruction.

There should be initial orientation and advising for all students (or for full-time?).

Better relations and collaborative links are needed between instruction and student services.

Transfer students should be identified early and worked with.

Better data on transfers is needed; current data is "soft".

There should be more tracking of students and better feedback to them.

The role of counselors needs clarification; some tasks could be performed by faculty advisors, paraprofessionals, and peer counselors.

A system of selected instructor/advisors or faculty advisors should be reestablished. (This may have implications for contract negotiations.)

Measures of counselor effectiveness are needed.

Under a districtwide assessment and testing program, more student support services would be needed as well as more instruction in basic subjects (probably requiring some budget shifts).

Transcripts should be required of incoming students.

All of the above could improve retention.

Some innovations are already planned or under way:

Southwest has assigned a counselor to Admissions for beginning transfer students and those transferring in; a faculty referral form is being launched; students enrolled in the high school "intermission program" will be tracked as they enter the college and used to help other students.

Valley is preparing a mini-schedule of transfer programs for distribution to high school students in the Spring; this may be combined with orientation, testing, and advisement for these students. The college has offered to experiment with student feedback by computer.

East is actively searching for an appropriate student assessment instrument.

Several colleges are ready to begin directive course placement on the basis of tests.

Appendix 5: COMMENTS ON TRANSFER COUNSELING BY LOS ANGELES COMMUNITY COLLEGE DISTRICT STUDENTS ATTENDING UCLA AND CSUN*

In interviews with university staff at both institutions, student comments on their academic preparation and on the counseling they received were recorded. These comments, by District college, were distributed at a recent meeting of Dr. Juan Lara and his staff to Los Angeles Community College District Deans of Instruction. A summary of these comments follows:

A few students (both persisters and non-persisters) felt they had received good help and guidance. Many, however, expressed considerable dissatisfaction with the transfer counseling (or lack of counseling) they had received.

Many felt that the counselors were not informed about breadth and field requirements and that they had been misinformed with the result that they had not taken the right courses. Others had had no contact with counselors and felt the colleges were remiss in not strongly encouraging or requiring that students planning to transfer see a counselor - more than once.

They said that counselors should see transfer students early and begin preparing them.

Counseling, they said, should emphasize goal achievement and how to approach it; aim guidance to a projected major; give a sense of direction early. Better academic counseling is needed.

Counseling should be more personalized; it would be helpful to assign each transfer to a counselor.

Students should not be scared off from UCLA but given a realistic picture of the amount of reading and writing required and the fast pace of the quarter system.

There should be more opportunity to talk with UCLA people prior to transfer.

The point was made that minority students from non-college families are not aware of what they are getting into and are especially in need of help even though they may not realize it at the time.

*From UCLA Doctoral Dissertation by Judy Cardinal

Appendix 6: MINUTES OF COUNSELING COMMITTEE MEETINGS

Chancellor's Counseling Advisory Committee
Los Angeles Community College District

October 20, 1981, West Los Angeles College

AGENDA

I. Introductions

II. Committee Charge

III. How do we Proceed?

IV. Future Meetings:

dates, times, places

Minutes of Los Angeles Community College District Chancellor's Counseling Advisory Committee Meeting, October 20, 1981

The first meeting of the Chancellor's Counseling Advisory Committee was held in the President's Conference Room at West Los Angeles College at 2:30 p.m. on October 20, 1981.

Present were all members of the Committee: Bernie Ancheta, Dean of Student Services, West; Althea Baker, Counselor, Mission; Dr. Norman Chapman, Dean of Instruction, Pierce; Nancy Conrath, Coordinator, Educational Planning, District; Art Glover, Counselor, West, and President, Los Angeles Community College Counselors; Frank Gutierrez, Counselor, East; Jesse Flores, Counselor, Harbor; Harry Miller, Counseling Chair, Southwest; Steve Sachs, Research Coordinator, Trade-Tech, and Chair, Los Angeles Community College District Research Coordinators; Mike Saluzzi, Counseling Chair, Valley; Rebecca Tillberg, Research Analyst, Student Services, District; Maryamber Villa, District Academic Senate, Valley; Carolyn Widener, Counselor, City.

Dr. Alice Thurston, Consultant, chaired the meeting. She explained the charge of the Committee, which is "to review and make recommendations for improvement of counseling services in the following areas: orientation, assessment, advisement, course placement of students, the role of counselors in the District, services to students planning to transfer, measures of accountability, programs to enhance career planning, and programs for personal development of students". She discussed reactions of Presidents and their staffs in recent visits at each college and distributed a summary handout.

Questions and comments from the Committee included the possible addition of a representative of Admissions; it was concluded that Admissions Officers would be involved in the implementation of whatever emerges. Some members felt that a needs assessment would be of value while others felt enough was already known about what students need. There was clarification of "why we are here" and the hope expressed that we could develop a model program. Funding problems, even to continue exemplary programs, were discussed. Recommendations of the Senate's Transfer Committee should be reviewed.

Our present data on transfers is "soft". We are dependent on feedback from the state universities and University of California campuses as to where they go and how well they do, with no data available on transfer to private institutions. There is some question as to whether grade differentials include those who earn 0.00 averages. The data we receive is not consistent from institution to institution and often hard to interpret. Attempts so far to work out a standardized reporting form have been unsuccessful. Records are kept on where transcripts are sent, but there is no way to tell where the student actually went.

It was decided that the first step for the Committee was for members to visit each college to gain a picture of current practices in each of the areas included in the Committee's charge. Teams would visit colleges other than their own and write a descriptive analysis of what they learn. This would provide the District with a comprehensive picture of counseling services and practices currently existing or in the developmental stage. Nancy Conrath, Rebecca Tillberg, and Alice Thurston were to develop a set of questions and a format on which answers would be recorded. Alice Thurston will then collate the information and present it to the Committee. She will also send covering letters to each President and to the Counseling Chair (if not on the Committee), including the name of the college Committee member with a copy to that person. Teams would set up their own appointments. Team reports are to be returned to Dr. Thurston by November 10.

The teams who agreed to visit each of the colleges are as follows:

City - Frank Gutierrez, Nancy Conrath, Harry Miller, Mike Saluzzi
East - Steve Sachs, Art Glover
Harbor - Bernie Ancheta, Rebecca Tillberg
Mission - Maryamber Villa, Norman Chapman, Art Glover
Pierce - Steve Sachs, Maryamber Villa, Rebecca Tillberg, Mike Saluzzi
Southwest - Althea Baker, Jesse Flores
Trade-Tech - Nancy Conrath, Harry Miller
Valley - Frank Gutierrez, Norman Chapman, Carolyn Widener
West - Althea Baker, Jesse Flores

The general feeling seemed to be that while the task was overwhelming, it was much needed and we should begin as quickly as possible.

The next meeting of the Chancellor's Counseling Advisory Committee will be held at City College on Tuesday, November 17, at 2:30 p.m., in the Library Conference Room.

Alice Thurston, Chair
10/21/81

Chancellor's Counseling Advisory Committee
Los Angeles Community College District

November 17, 1981, Los Angeles City College

AGENDA

I. Preliminary Discussion on College Visits

II. Information on CGP

III. Next Steps?

Visits to Colleges Outside the Los Angeles Community College District

Recommendations

IV. Future Meetings:

dates, times, places

Minutes of Los Angeles Community College District Chancellor's Counseling Advisory Committee Meeting, November 17, 1981

The second meeting of the Chancellor's Counseling Advisory Committee was held in the Library Conference Room at Los Angeles City College at 2:30 p.m. on November 17, 1981.

Present were the following members of the Committee: Althea Baker, Norman Chapman, Nancy Conrath, Jesse Flores, Art Glover, Frank Gutierrez, Harry Miller, Mike Saluzzi, Rebecca Tillberg, Maryamber Villa, Carolyn Widener, and Alice Thurston, consultant/chair.

Several pieces of information were distributed: information obtained from the Counseling Practices Survey, by topic and by college, for items I through VI (excluding Southwest College because information was not available at the time Dr. Thurston made the analyses); a summary of counseling practices, by topic, for all the District colleges (item VI, from Southwest, was included); a description of the Guidance and Placement Examination Program (used at Glendale College); a reprint of an article from Change magazine on reform at Miami-Dade; a memo from counselors at Pierce College; and a report on transfers from the District Academic Senate.

Members of the Committee discussed the document, "Survey of Current Counseling Practices", as distributed, making several minor corrections.

Considerable discussion surrounded the topic of assessment and course placement. It was pointed out that whatever else, the three Los Angeles Community Colleges in the Valley must be in sync. There should be mandated practices and these should be enforced. If placement is to be more directive, there are significant implications for curricula: a great need for appropriate courses with consequent displacement of some instructors. There would be need for a systematic follow-up of students, with implications for research.

In regard to instruments like the CGP, the question was raised as to whether students could, and would, prepare for the tests since they are prepared by CEEB. Would such an instrument be appropriate for our diverse students?

It was felt that whatever instrument was chosen for districtwide use (if the decision is to move in this direction), norms for each college should be developed, and that great care must be taken to use testing appropriately.

It was pointed out that in the Senate poll of transfer students (granted the numbers were small), there was a tremendous similarity of responses regardless of college; students were very interested in being appropriately tested and advised.

It was agreed that the Chancellor's Counseling Advisory Committee form subcommittees who would meet, review available information, and develop tentative recommendations to present to the entire committee at the next meeting. If it would be desirable to visit a college outside the Los Angeles Community College District to study a particular practice, subcommittee members were to send a conference request to Dr. Thurston. Subcommittee volunteers were as follows:

Orientation	Assessment/Placement	Advisement
Harry Miller	Mike Saluzzi	Maryamber Villa
Rebecca Tillberg	Nancy Conrath	Carolyn Widener
Jesse Flores	Carolyn Widener (resource)	Mike Saluzzi

Role of Counselor	Services to Transfers
Althea Baker	Art Glover
Norm Chapman	Frank Gutierrez

The next (and perhaps final) meeting of the Committee will be held at Los Angeles Valley College, in the Cafeteria Conference Room, on December 15, 1981, beginning at 9:00 a.m., and continuing until ? (until we have agreed on recommendations on these six topics, that is).

The remaining items surveyed (Accountability, Programs to enhance Career Planning, Programs for Personal Development of Students, and Other) will be analyzed by Dr. Thurston and the results circulated. Recommendations by the Committee in these areas may have to wait for an additional assignment.

Alice Thurston, Chair
11/19/81

Appendix 7: SURVEY INTERVIEW FORM

Current Counseling Practices at the
Los Angeles Community College District

College Visited _____

Visiting Team _____

Who was interviewed? _____

Date of Visit _____

Please describe each counseling function below, using the suggested questions as probe points. Record your observations on these sheets, front and back, typed, if possible.

I. Orientation

1. Required (of whom?) or voluntary?
2. What % of incoming students participate?
3. Content: informational? advising component?
4. Who is responsible for orientation? Who conducts it?
5. Are any of the following (or others) involved: teaching faculty, top administration, peer counselors, faculty advisors, etc.? How?
6. How is orientation publicized?
7. If special groups receive differing orientation, describe.
8. How do college staffs evaluate the program?
9. What changes are planned?

II. Student Assessment

1. What basic skills tests are required of students and for what purposes? Of whom required?
2. What test or tests are used? (Give specific names of instruments)
3. Who chooses the tests to be used? Who administers them?
4. Who interprets results to students?
5. How satisfied is the college with its current testing program?
6. Plans for change?
7. Once enrolled, what feedback about his/her progress does a student receive, other than grades? How frequently and from what sources?
8. Are transcripts required and at what stage? How are they used?
9. What is being planned?

III. Academic Advisement

1. Who is responsible for academic advisement?
2. What proportion of entering students see an advisor before registering: part-time? full-time? For approximately how long?
3. What is generally the content of a pre-registration interview?
4. Are peer counselors and/or faculty involved?
5. Are test results or other information available for advisement for entering students?
6. What problems are there in the present advising program?
7. When do continuing students see an advisor?
8. What changes are planned?

IV. Course Placement

1. In what instances are tests used in placing students in courses?; e.g., reading scores?, math scores?, English scores?, other scores?
2. Should the college be more directive in course placement: i.e., in requiring demonstrated basic skills proficiency for certain courses? What problems would arise? What additional resources would be needed?
3. What plans are under way or under discussion?

V. Role of the Counselor

1. What tasks do the Counselors perform? Estimated % of time on each?
2. What provision is made for crisis intervention and psychological services for emotionally troubled students?
3. What is the Counselor's role as perceived by students?, by Counselors?, by faculty?, by administration?
4. Ideally, what would this role be?
5. What are Counselors' responsibilities during registration? How are these determined?

VI. Services for Students Intending to Transfer

1. By what means are students planning to transfer identified?
2. What special services are available to these students and at what stages? (special counselor advising sessions, information, etc.)
3. Are there means of tracking their progress? If so, what means?
4. What feedback do they receive on their progress?
5. Are the available services voluntary or required?
6. What is being planned?
7. What studies exist on transfer students? (follow-up, analysis of preparation for given majors, etc.)

VII. Measures of Accountability

1. What measures are now being used?
2. Who is responsible for developing a system?
3. What other measures are being considered?
4. What is being done with the information?
5. What evidence is there of counseling outcomes?

VIII. Programs to Enhance Career Planning

1. What is being done to help students develop career goals?
2. If the program is voluntary, how many students use it?
3. What is being planned or under consideration?

IX. Programs for Personal Development of Students

1. What personal development courses are offered?
2. Who teaches them?
3. How many students enroll each semester?
4. What studies have been made to evaluate effectiveness?
5. In addition to personal development classes, in what other ways does the college promote personal development of students?

X. Other

1. What concerns were expressed?
2. What additional resources are needed to improve services (computer data, peer counselors, faculty advisors, etc.)?
3. What is being done in areas that are not covered in the outline to improve services?
4. What recommendations have been made by various campus groups?

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